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ABSTRACT

Prepared for use by middle and secondary school teachers and administrators, this document provides guidelines for the selection of instructional materials to be used in the classroom. After presentation of general criteria for the selection of instructional materials in all subjects, selection criteria are given for the English language arts and for mathematics. Specifically, in the English language arts field, individual criteria are given for literature in middle/junior-senior high school and for reading in grades 7-12. Included in the criteria for mathematics materials are algebra I and II, analytic geometry, introductory mathematical analysis, mathematics V, and trigonometry. (DGC)

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STATE INSTRUCTIONAL MATERIALS COUNCILS

CRITERIA FOR
INSTRUCTIONAL MATERIALS SELECTION

1975 ADOPTION

U.S. DEPARTMENT OF HEALTH,
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STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA

RALPH D. TURLINGTON, COMMISSIONER

This public document was promulgated at an annual cost of $269.87 or $.27 per copy to provide criteria for instructional materials selection, adopted by State Instructional Materials Councils, for use by districts, professional organizations, and individuals evaluating materials and by publishers and manufacturers.

IR 001 615

CRITERIA FOR INSTRUCTIONAL MATERIALS SELECTION

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GENERAL CRITERIA FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN ALL SUBJECTS

All instructional materials used in the classroom should arouse curiosity and interest, should stimulate thinking, should promote the exercise of independent judgment, should furnish reliable and accurate basic information, and should be appropriate for use in conjunction with other instructional materials pertinent to the curriculum area being studied.

Criteria of a general nature should be used to evaluate each instructional material submitted for adoption. In addition to the general criteria, specific criteria should be used for judging instructional materials in individual subject areas.

Some general criteria for evaluating instructional materials are:

1. The author should have had training and experience in the field about which he is writing. His style should be smooth, readable, clear, and dynamic without sacrifice of content.

2. The scope and sequence of the material should be consistent with the valid findings of recent research and the curricular objectives of districts and state. The subject matter should be meaningfully related to pupil needs, experiences, interests, and levels of comprehension.

3. Vocabulary, sentence and paragraph structure, and concept levels should be suitable for the age group which will use the material.

4. Maps, graphs, charts, photographs, lined drawings, and other graphic representations should be related functionally to the content of the text. Illustrations should extend and expand the text, not merely echo what has been said in print.

5. The format of each textbook should facilitate the use of the text. The size of type, spacing, and margins should ensure maximum legibility.

6. The content of each instructional material should be accurate, valid, and up-to-date.

7. Each program should either contain appropriate suggestions for teachers or be accompanied by a separate teacher's manual.

8. Suggested exercises and activities which help the student to synthesize, review, and summarize the content should be included.

9. When applicable, it is desirable to have in each program a complete table of contents, a preface, effective summaries, reviews, evaluative materials, a glossary, a bibliography, and a complete index arranged for easy reference.

10. Suggestions for study included in the program should not only promote an understanding of the materials presented but also should stimulate original thinking.

11. When appropriate, supplementary instructional materials, such as suggestions for additional activities, recreational and vocational reading, student and class projects, and well-selected audio-visual materials, should be included.

12. Textbooks and other instructional materials used in the schools should present accurate accounts of the contributions of various ethnic groups and accurate portrayals of the role of women.

13. Content related to religion should be offered objectively and forthrightly as an integral part of the study of literature, history, science, and any other subject in which it is important to the understanding of the discipline to develop a comprehension of the role religion has played in the growth and development of cultural values in both America and other nations.

14. Wherever an appropriate opportunity exists, instructional materials should include environmental studies.

15. Instructional materials should offer whenever and wherever appropriate in all curriculum areas and at all grade levels reinforcement of the concept of career education as a desirable approach to preparation for living a self-fulfilling life.

16. Each textbook submitted for consideration for adoption must meet the Official Minimum Manufacturing Standards and Specifications for Textbooks.

17. Instructional materials selected must meet all the legal requirements related to instructional materials selection as specified in Florida Statutes, Chapter 233.

18. Publishers and manufacturers should submit with each program submitted for adoption a statement outlining the publisher or manufacturer's policies concerning use of illustrations and other textual and/or text-related materials in the preparation of telelessons and radio broadcasts. Where such policies permit television and radio use, procedures for obtaining these rights are to be described.

19. When more than one program is recommended for adoption in a curriculum area, different approaches to content, different sequences or concepts, and different reading levels should be considered with a view toward adopting instructional materials for students with varying abilities.

I. CRITERIA FOR INSTRUCTIONAL MATERIALS SELECTION IN ENGLISH LANGUAGE ARTS

A. COURSE TITLE

Literature, Middle/Junior-Senior High School

English 7, English 8, English 1, English 2, English 3, and English 4; English Literature, American Literature, etc.; elective courses, including courses organized around themes and/or genre; middle school language arts programs.

1. SPECIAL NATURE OF THE INSTRUCTIONAL MATERIALS

a. These materials shall include representative selections from various genres. Most space should be given to complete selections; relatively little space to excerpts.

b. Instructional materials should include representative works of various cultures in American and English literature.

c. Where appropriate, instructional materials may be organized around themes, ideas, chronological periods, modes, genres, or nationality.

d. Instructional materials should meet the needs of elective courses or required courses.

2. DESIRED APPROACH OF CONTENT

a. Since no single approach will meet the needs in literature for all English classes, a variety of approaches is desirable.

b. A variety of packaging or presentation is desirable; i.e., hardback anthologies, softback anthologies, packaged collections.

3. MAJOR EMPHASES TO BE COVERED

Statements under parts 1 and 2 are applicable here. In addition to a broad variety of literature, materials should include the characteristics of the genre being studied, literary techniques involved, and/or background material on the period and the author. None of this material, however, should replace inclusion of the actual literature itself.

4. LEVEL AT WHICH INSTRUCTIONAL MATERIALS WILL BE USED

Middle School, Junior High School, Senior High School

The following suggestions are made:

a. That one or more series of hardback anthologies should be selected for average and above average students; one or more, for those whose reading skills are two years or more below the grade level.

b. That one or more of the series of softback anthologies or collections should be selected for the average and above average; one or more, for those reading two or more years below the grade level.

c. That one or more sets of materials should be selected which include developmental reading activities.

5. RELATED MATERIALS

Teacher's manuals or teacher's editions should be available. Related materials, such as transparencies, tapes, records, ditto masters, work sheets, filmstrips, and posters, which are considered an integral part of the program, should be adopted along with the basic instructional materials.

B. COURSE TITLE

Reading, Grades 7-12

1. SPECIAL NATURE OF THE INSTRUCTIONAL MATERIALS

The program will provide for dual components of developmental reading for all students.

a. Instructional Skills Program

These materials must be nongraded, sequential, and self-pacing, with diagnostic, prescriptive, and evaluative tools to be used by the student under the guidance of the instructor in areas of vocabulary, comprehension, and study skills. The materials should provide opportunities for development of reading skills in all areas of the curriculum. The program will be comprehensive, including accompanying practice and skill extension materials, diagnostic tools, and other materials necessary to the implementation of the total program.

b. Motivational Reading Materials

The program must contain content that will interest and meet individual skill needs of students of varied ages, ethnic backgrounds, interests, and reading abilities.

2. DESIRED APPROACH OF CONTENT

Realizing that students have varied learning styles, i.e., some learn best visually, some audially, some kinesthetically, others by a combination of these means, the reading materials will implement the most recent findings of research in the fields of child development, language facility, use of language, the reading process, and other factors that affect reading.

The materials in this program will lend themselves to the individualization of reading instruction. They should contain a wide variety of content, interest, levels of reading difficulty, and all with a high standard of legibility.

3. MAJOR EMPHASES TO BE COVERED

a. Word Recognition and Word Analysis

The materials should include encoding and decoding skills, phonic and structural analysis, configuration clues, context clues, sight words and dictionary skills appropriate for the levels of the materials.

b. Comprehension Skills

The materials will provide for all the comprehension skills with emphasis upon vocabulary development, literal and interpretative comprehension, critical and creative reading.

c. Study Skills

Included should be skills such as locating and organizing information, summarizing, outlining, selecting and evaluating, and following directions, as well as those skills which apply to various content areas.

d. Self-Directed Reading Skills

Varied techniques for the development and use of skills for utilitarian and personal reading shall be included.

e. Oral Reading Skills

The means for the development of oral reading skills needed for supporting a position, choral reading, dramatization, reading to an audience, and other specific purposes must be incorporated in the program. Readability of materials must be of sufficient range so that all students have materials that they can read. In essence, this means that the range of reading materials must be from primary to college level in order to provide for developmental reading at all levels of ability.

f. Rate of Assimilation Skills

The materials should provide for improving and/or developing a series of flexible reading rates while maintaining adequate comprehension for all students. They should provide suggested techniques and opportunities for the students to read contents of varying difficulty for different purposes.

4. LEVEL AT WHICH PROGRAM WILL BE USED

The material must be a sequential skills program with a nongraded approach that makes it usable at any grade level of the secondary program.

5. SPECIAL INSTRUCTIONS

Teacher resource materials must include instructional aids such as teacher's guides, keys for books, tests and related material such as diagnostic tools and workbooks. All material should have clearly stated objectives which are measurable.

6. RELATED MATERIALS

Essential related materials constituting an integral part of the program should be included in the adoption.

II. CRITERIA FOR INSTRUCTIONAL MATERIALS SELECTION IN MATHEMATICS

A. COURSE TITLE

Algebra I and II, Grades 9-12

1. SPECIAL NATURE OF THE TEXTBOOK

These texts should be appropriate for use with average and above average algebra students.

2. DESIRED APPROACH OF CONTENT

The series should be contemporary in spirit and content. A proper balance between theory and application should be provided. The applications should be integrated throughout the text rather than reserved for one section and should be on various levels of difficulty. Consideration should be given to one series which offers a systems approach. This would include appropriate testing and allow students to progress according to their ability. Performance objectives in the teacher or student books are desired.

3. MAJOR EMPHASES TO BE COVERED

Text material and methods of presentation should be consistent with the program outlined in the state curriculum guide. The Algebra II text should include matrices and determinants as well as several optional topics such as sequences, series, circular functions, and probability.

4. LEVEL AT WHICH THE TEXT WILL BE USED

Grades 9-12.

5. RELATED MATERIALS

Teacher solution key or teacher's edition is required. It would be helpful if these contained (besides solutions to problems) alternate resources (films, filmstrips, other references, games, etc.), mastery tests, and history of the topics being covered. Performance objectives in teacher or student book are desired. Essential related materials constituting an integral part of the program should be included in the adoption.

6. OTHER INFORMATION

Selected answers bound in the student texts are required.

B. COURSE TITLE

Analytic Geometry, Grades 11-12

A course to follow Algebra II and Trigonometry

1. SPECIAL NATURE OF THE TEXTBOOK

None

2. DESIRED APPROACH OF CONTENT

Curve sketching and functional notation should be incorporated throughout.

3. MAJOR EMPHASES TO BE COVERED

The text should include, but not be limited to, the following topics:

a. The straight line, angle bisectors, distance functions
b. Conic sections with centers and vertices not at the origin
c. Absolute value in 2-d
d. Definitions of conic sections in two ways: (1) Eccentricity and (2) Distance relationships
e. Curve sketching involving asymptotes
f. Polar Coordinates and De Moivre's Theorem
g. Exponential and logarithmic functions
h. Parametric equations (including irrational functions in x and y)
i. Direction cosines
j. Vectors, including vector equations of lines in 2- and 3-space
k. Polynomial, rational and irrational functions.

4. LEVEL AT WHICH TEXT WILL BE USED

Grades 11-12.

5. RELATED MATERIALS

Teacher solution key or teacher's edition is required. Performance objectives in teacher or student text are desired. Essential related materials constituting an integral part of the program should be included in the adoption.

6. OTHER INFORMATION

Selected answers bound in the student texts are requested

C. COURSE TITLE

Introductory Mathematical Analysis, Grades 11-12

A course to follow Algebra II for advanced students in the academic track and precedes Calculus.

1. SPECIAL NATURE OF THE TEXTBOOK

None

2. DESIRED APPROACH OF CONTENT

Theoretical development in all topics. Functional notation, properties of numbers and number systems, and graphing should be integrated throughout.

3. MAJOR EMPHASES TO BE COVERED

Text should cover, but not be limited to circular functions, analytic geometry, elementary functions, advanced algebra, mathematical induction, introduction to logic and Boolean algebra and introduction to limits, including delta-epsilon proofs.

4. LEVEL AT WHICH TEXT WILL BE USED

11th or 12th grade.

5. RELATED MATERIALS

Teacher solution key or teacher's edition is required. Performance objectives in teacher or student text are desired. Essential related materials constituting an integral part of the program should be included in the adoption.

6. OTHER INFORMATION

Selected answers bound in the student texts are requested.

D. COURSE TITLE

Mathematics V, Grade 12

Course to follow Trigonometry and Analytic Geometry or Introductory Analysis as an alternative to studying Calculus in the 12th grade.

1. SPECIAL NATURE OF THE TEXTBOOK

None

2. DESIRED APPROACH OF CONTENT

Self-contained units. Theoretical development followed by ample problems.

3. MAJOR EMPHASES TO BE COVERED

Different books would be required to cover, but not be limited to, the following:

a. Probability and statistics
b. Logic and Boolean Algebra
c. Linear algebra
d. Sequences and series
e. Limit theory
f. Abstract algebra
g. Number theory.

4. LEVEL AT WHICH THE TEXT WILL BE USED

Grade 12.

5. RELATED MATERIALS

Teacher solution key or teacher's edition is required. Performance objectives in teacher or student text are desired. Essential related materials constituting an integral part of the program should be included in the adoption.

6. OTHER INFORMATION

Selected answers bound in the student texts are requested.

E. COURSE TITLE

Trigonometry, Grades 11-12

A course designed to follow Algebra II.

1. SPECIAL NATURE OF THE TEXTBOOK

None

2. DESIRED APPROACH OF CONTENT

Trigonometry should be presented from the standpoint of a circular function of the unit circle. It is desirable to have applications at the appropriate place throughout the book.

3. MAJOR EMPHASES TO BE COVERED

Topics should include, but not be limited to, the following:

a. Circular functions
b. Radian measure and real numbers
c. Identities
d. Conditional equations with real solutions as well as degree solutions
e. Inverse trigonometric functions and equations
f. Graphing in the Cartesian plane and polar coordinate plane
g. Applications
h. Complex numbers
i. Vectors.

4. LEVEL AT WHICH TEXT WILL BE USED

Course should follow Algebra II at 11th or 12th grade level.

5. RELATED MATERIALS

Teacher solution key or teacher's edition is required. It would be helpful if these contained (besides solutions to problems) alternate resources (films, filmstrips, other references, games, etc.), mastery tests, and history of the topics covered. Performance objectives in teacher or student text are desired. Essential related materials constituting an integral part of the program should be included in the adoption.

6. OTHER INFORMATION

Selected answers bound in the student texts are requested.

POLICIES AND PROCEDURES
State Instructional Materials Councils
Adopted August 15, 1974

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I. STATE INSTRUCTIONAL MATERIALS COUNCIL FUNCTIONS:

Pursuant to 233.09, Florida Statutes, the functions of the State Instructional Materials Council are:

A. To meet at the call of the commissioner of education.

B. To elect a chairman and vice chairman.

C. To adopt rules and regulations for evaluating instructional materials.

D. To evaluate instructional materials according to the adopted criteria.

E. To report to the commissioner of education the findings of the council.

F. To recommend for adoption instructional materials.

II. RELATIONSHIP BETWEEN PUBLISHERS AND MEMBERS OF THE STATE INSTRUCTIONAL MATERIALS COUNCILS:

The relationship between members of the State Instructional Materials Councils and the publishers shall be in compliance with 233.11, Florida Statutes, stated as follows:

> "It is unlawful for any member of the state instructional materials council to discuss matters relating to instructional materials with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the council shall have been called into session for the purpose of evaluating instructional material submitted for adoption, provided, that such discussion shall be limited to official meetings of the council and in accordance with rules and regulations adopted by the council for that purpose."

A. Social Contact and Gifts

Pursuant to 233.115, Florida Statutes, members of the state instructional materials councils are prohibited from accepting gifts, money, emoluments, or other valuables which would influence the adoption or purchase of any instructional materials.

B. Interviews

233.11, Florida Statutes, specifically prohibits individual interviews between council members and publishers, manufacturers, or their representatives other than when the council is in session.

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C. Sampling

1. Specimen copies of all materials upon which bids or proposals are based shall be delivered by the bidder to the department of education for distribution to each member of the state instructional materials council. The Publisher's Statement (Form A) will be enclosed with each sample.

2. Publishers submitting materials in manuscript form should be advised that:

   a. Each of the district councils shall have been loaned the specified number of samples.

   b. The state instructional materials council shall have received sample copies of the completed materials before consideration for adoption can be recommended.

III. COUNCIL HEARINGS

The state instructional materials council will hold a public hearing on or before February 15, 1975 at a time and place specified, giving two weeks prior notice to publishers, manufacturers and their representatives.

A. Each publisher, manufacturer or his representative will be allowed ten minutes uninterrupted time per program for presentation; the council reserves the right to question the publisher after each presentation.

B. The order of presentations will be based on numbers drawn by lot.

C. Section 233.10, Florida Statutes, requires findings of the council and voting to be public. All decisions leading to determinations of the council shall be by roll call vote and at no time will a secret ballot be permitted.

1. Each meeting of the council will begin with the pledge of allegiance and a meditation.

2. A two-thirds vote of the council will constitute acceptance for recommendation to adopt.

3. The procedures for recommendation of adoption will include the following, not necessarily in order listed:

   a. Publisher, manufacturer, or his representative presentation of program.

   b. Consideration of district council recommendations. Weight factors shall be used in aggregation of district council evaluations.

   c. Discussion of individual evaluations of state instructional materials council shall include all factors pursuant to Chapter 233 of the Florida Statutes.

   d. Tentative vote to accept or reject the program for adoption.

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4. The council reserves the right to reconsider the tentative recommendations for adoption before final recommendations for adoption are made.

IV. DISTRICT PARTICIPATION IN INSTRUCTIONAL MATERIALS EVALUATIONS

The commissioner of education shall advise each district superintendent that the state instructional materials councils invite and urge each district to participate in the evaluation of submissions. In the letter of invitation, the commissioner shall advise the district superintendents of the policies of the state instructional materials councils as they relate to district participation.

V. DISTRICT INSTRUCTIONAL MATERIALS COUNCILS FUNCTIONS

Participating districts shall use the following:

A. Guidelines

1. The district superintendent or his designee shall appoint a council consisting of no less than six persons; one-third shall be lay members and one-half teachers (233.09). State instructional materials council members may not be members of the district Instructional materials council. Membership of the council shall elect a chairman.

2. District council meetings are open, and date, time and place shall be announced to the public.

3. Each member of a district instructional materials council must sign an affidavit pursuant to 233.08, Florida Statutes, before transacting the business of the council.

4. Pursuant to 233.115, Florida Statutes, members of the district instructional materials council are prohibited from accepting gifts, money, emoluments or other valuables which would influence the adoption or purchase of any instructional materials.

5. No district instructional materials council shall deny any publisher, manufacturer, or his representative time to present his product equal to that time given any other publisher, manufacturer, or his representative.

6. The sample materials will be sent to the district textbook manager for distribution to the district instructional materials council no later than October 11, 1974.

   a. District superintendents will provide the executive secretary of the state instructional materials councils the name and address of each district instructional materials council coordinator. The secretary will compile in turn a mailing list of all district coordinators and this list will be forwarded to the participating publishers, manufacturers and their representatives.

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b. Publishers will send to the district textbook manager of each participating district a number (not to exceed from two to fourteen sample copies) of the commercial edition of each submission and/or complete manuscript if materials are in the process of publication. These sample copies, clearly identified and accompanied by an accurate packing list, must be shipped by October 11, 1974. In the case of an extremely expensive submission, a publisher will be allowed to submit one per district and will be available for discussion at the convenience of the council.

c. Publishers shall enclose a copy of Form A with each sample to the district textbook manager of participating districts.

d. Publishers are required to send a copy of each packing or shipping list of all samples sent to each district to the Administrator, Textbook Services, Department of Education, Tallahassee, Florida 32304, and to the Florida School Book Depository, P. O. Box 6578, Jacksonville, Florida 32205.

e. Upon completion of the evaluations the loan samples shall be returned to the district textbook manager who shall, in turn, return all samples as directed by January 15, 1975.

f. DISTRICTS SHALL NOT PLACE THEIR OWNERSHIP STAMP IN THE LOANED SAMPLES.

g. All publishers shall be directed to furnish each district textbook manager one official sample set of adopted textbooks immediately following the official announcement of the adoption.

h. All publishers are requested to file a report of sampling with the Administrator, Textbook Services, Department of Education, 317 Knott Building, Tallahassee, Florida 32304 within sixty days from the date the State Board of Education announces the submissions that have been adopted.

B. Evaluations

1. Forms to be used for evaluation will be prescribed by the state instructional materials councils and supplied by the Department of Education. All evaluations (completed forms) must be submitted on the forms prescribed by the state instructional materials councils and mailed to the Department of Education on or before December 10, 1974.

2. The district councils shall utilize the criteria prescribed by the state instructional materials councils in evaluating all instructional materials. The basis for evaluation is as follows:

   a. The guidelines set forth by 233.09(4), Florida Statutes.

   b. Learner verification information as given in 233.25(3)(b) of the Florida Statutes.

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3. If there is a difference of opinion among the members of the council as to the merits of any instructional materials, any member may file an expression of his individual opinion using the same form, but clearly marking it as a minority report.

4. The council will rank submissions as required by law according to the evaluation forms.

VI. CORRESPONDENCE

Each council member shall direct any correspondence regarding the adoption to Mrs. Oviedo E. Harllee, Executive Secretary, State Instructional Materials Councils, Textbook Services, Florida Department of Education, 317 Knott Building, Tallahassee, Florida 32304. She will act upon it after consultation, if needed, with the chairman of the appropriate council.

RECAP OF DATELINES

1. October 11, 1974 - samples shipped to districts for local evaluations.

2. December 10,1974 - districts participating must submit their evaluations.

3. January 15, 1975 - districts must return samples as directed.

Florida Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner

This public document was promulgated at an annual cost of $232.03 or $.12 per copy to be used by the state instructional materials councils, publishers, manufacturers and/or their representatives, districts, and individuals, in the instructional materials adoption process.